



Thornwell School for the Arts

437 West Carolina Avenue
Hartsville, SC 29550

Grades	1-5 Elementary School	
Enrollment	281 Students	
Principal	Peggy B. Casey	843-857-3090
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Dr. Allem McCutcheon	843-332-2852

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

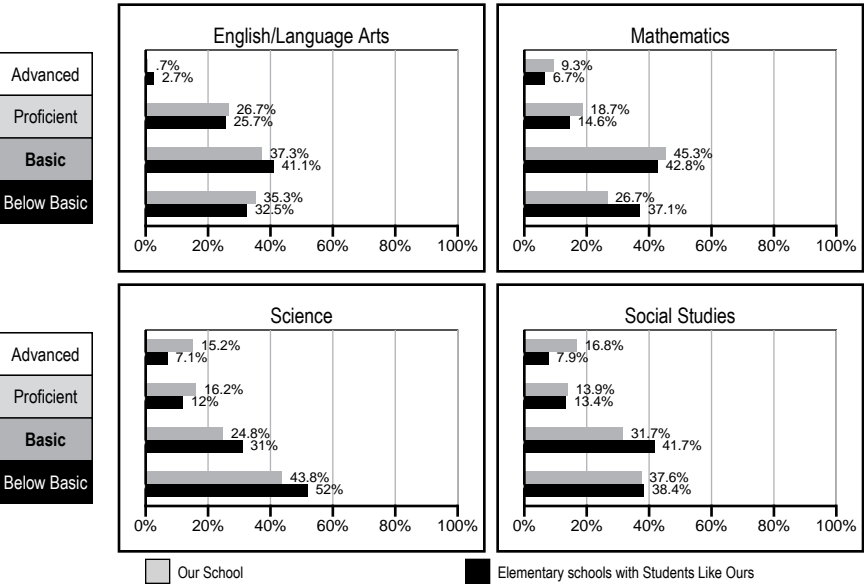
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	58	49

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=281)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Down from 5.7%	3.1%	2.3%
Attendance rate	96.2%	Up from 95.7%	96.0%	96.3%
Eligible for gifted and talented	7.4%	Down from 7.6%	3.4%	10.4%
With disabilities other than speech	7.3%	Down from 8.3%	7.8%	7.5%
Older than usual for grade	2.1%	Up from 2.0%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	40.7%	Down from 50.0%	54.4%	56.7%
Continuing contract teachers	51.9%	Down from 73.1%	69.6%	77.3%
Teachers with emergency or provisional certificates	10.0%	Up from 5.0%	0.0%	0.0%
Teachers returning from previous year	76.5%	Down from 78.6%	83.2%	86.4%
Teacher attendance rate	96.2%	Up from 91.2%	95.0%	94.9%
Average teacher salary	\$46,121	Up 1.6%	\$43,955	\$45,345
Professional development days/teacher	21.6 days	Down from 32.5 days	13.4 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 18.7 to 1	16.7 to 1	18.5 to 1
Prime instructional time	88.5%	Up from 82.5%	89.3%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,837	Up 20.2%	\$8,094	\$7,052
Percent of expenditures for instruction*	69.1%	Down from 69.6%	68.9%	69.1%
Percent of expenditures for teacher salaries*	62.3%	Down from 63.9%	62.3%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

During the 2007-2008 school year, the staff, students, and stakeholders at Thornwell experienced a renewed sense of enthusiasm and engagement in school initiatives. Transitioned to a renovated facility in downtown Hartsville, the school family now has access to increased technologies and an improved learning environment. Additionally the expansion has provided for more efficient placement of classrooms and resources as well as the arrangement of program offerings. A well-equipped science lab is now available to house the science master teacher as well as offices designed for easy access to instructional coaches. The continuation of Reading First along with participation in the SCSDE MSU math coaching program has provided technical support for teachers and students. In its seventh year, the magnet school incorporates arts emphasis for selected students while the on-site ALERT program for gifted education has seen expansion through social studies enrichment.

As a school-wide Title One school, Thornwell Elementary has made AYP for the previous two consecutive years. With a highly qualified staff, administrators seek to provide on-going professional development opportunities for teachers. The added benefit of a parent liaison has also established more productive communication between home and school. This year a very active PTO and SIC played a major role in school performance. They assisted in providing positive reinforcements for students and teachers. Their projects included playground equipment, a new school sign, and motivational incentives for student performance. We are appreciative of the many volunteers and business partners who contributed to the safe and focused learning practices throughout the year. The dedication and hard work of our extended school family have made for a rewarding school year.

Ms. P. J. Casey is our principal and Ms. Hayley Cagle is the President of our School Improvement Council.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	44	15
Percent satisfied with learning environment	95.8%	88.4%	83.3%
Percent satisfied with social and physical environment	100.0%	93.2%	66.7%
Percent satisfied with school-home relations	62.5%	88.4%	80.0%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	160	100	35.3	37.3	26.7	0.7	39.3	36.1	48.2	No	Yes
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Gender

Male	73	100	41.4	37.1	21.4	0	34.3	31.1	41.7	N/A	N/A
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Female	87	100	30	37.5	31.3	1.3	43.8	41.5	55	N/A	N/A
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Racial/Ethnic Group

White	29	100	4.3	39.1	52.2	4.3	73.9	49.8	60	I/S	I/S
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African American	126	100	42.6	36.9	20.5	0	31.1	26.4	31.7	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	19	100	62.5	25	12.5	0	18.8	10.6	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	46.3	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	137	100	40.9	34.6	24.4	0	33.1	27.1	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	160	100	26.7	45.3	18.7	9.3	38.7	37.8	45.8	No	Yes
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Gender

Male	73	100	27.1	52.9	10	10	34.3	38.2	45.6	N/A	N/A
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Female	87	100	26.3	38.8	26.3	8.8	42.5	37.4	45.9	N/A	N/A
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Racial/Ethnic Group

White	29	100	0	34.8	34.8	30.4	78.3	53.3	59	I/S	I/S
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African American	126	100	32.8	49.2	13.9	4.1	28.7	26.7	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	19	100	56.3	37.5	0	6.3	18.8	12.3	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	46.3	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	137	100	29.1	47.2	15	8.7	33.9	28.7	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	111	99.1	43.3	25	16.3	15.4	31.7	29.2	35.7	96.2	95.9
Gender											
Male	47	97.9	42.2	26.7	13.3	17.8	31.1	29.9	37.4	95.9	95.7
Female	64	100	44.1	23.7	18.6	13.6	32.2	28.4	33.8	96.6	96.2
Racial/Ethnic Group											
White	20	100	5.6	5.6	44.4	44.4	88.9	46.4	49.2	95.9	95.5
African American	89	98.9	52.4	29.8	10.7	7.1	17.9	16.6	17	96.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	96.7	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	99	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.3	91.8
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	9.6	14	95.5	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	98.2	96.9
Socio-Economic Status											
Subsided meals	93	98.9	48.8	27.9	11.6	11.6	23.3	19	21.1	96.1	95.6
Social Studies											
All Students	109	99.1	37	32	14	17	31	28.1	34	96.2	95.9
Gender											
Male	53	98.1	38	30	18	14	32	31.1	36.6	95.9	95.7
Female	56	100	36	34	10	20	30	24.9	31.3	96.6	96.2
Racial/Ethnic Group											
White	21	100	13.3	26.7	20	40	60	39.4	44.5	95.9	95.5
African American	84	98.8	43.2	33.3	12.3	11.1	23.5	19.7	19.1	96.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	96.7	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	99	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.3	91.8
Disability Status											
Disabled	14	100	63.6	18.2	9.1	9.1	18.2	10.4	14.4	95.5	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	98.2	96.9
Socio-Economic Status											
Subsided meals	96	99	39.1	33.3	11.5	16.1	27.6	19.5	21	96.1	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	62	100	5.3	28.1	59.6	7	66.7
	4	47	100	31.8	36.4	31.8	0	31.8
	5	55	100	32	40	26	2	28
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	50	100	37.5	33.3	29.2	0	29.2
	4	60	100	33.9	35.7	30.4	0	30.4
	5	50	100	34.8	43.5	19.6	2.2	21.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	62	100	10.5	33.3	28.1	28.1	56.1
	4	47	100	36.4	34.1	18.2	11.4	29.5
	5	55	100	34	36	24	6	30
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	50	100	41.7	43.8	14.6	0	14.6
	4	60	100	16.1	48.2	17.9	17.9	35.7
	5	50	100	23.9	43.5	23.9	8.7	32.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	31	100	0	32.1	32.1	35.7	67.9
	4	47	100	45.5	25	20.5	9.1	29.5
	5	28	100	44.4	25.9	7.4	22.2	29.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	26	100	60	28	8	4	12
	4	60	98.3	34.5	29.1	16.4	20	36.4
	5	25	100	45.8	12.5	25	16.7	41.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	31	100	6.9	27.6	37.9	27.6	65.5
	4	47	100	47.7	38.6	2.3	11.4	13.6
	5	27	100	34.8	30.4	30.4	4.3	34.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	24	100	26.1	43.5	21.7	8.7	30.4
	4	60	98.3	36.4	29.1	14.5	20	34.5
	5	25	100	50	27.3	4.5	18.2	22.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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